

**КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ  
ИНСТИТУТ ФИЛОЛОГИИ И МЕЖКУЛЬТУРНОЙ  
КОММУНИКАЦИИ**

*Кафедра иностранных языков и межкультурной  
коммуникации*

**Кузнецова Анастасия Александровна**

**ПРАКТИЧЕСКАЯ ГРАММАТИКА  
АНГЛИЙСКОГО ЯЗЫКА**

**Конспект лекций**

**Казань – 2014**

**Направление:** 050100.62 «Педагогическое образование» (программы бакалавриата «Литература и иностранный (английский) язык», «Русский язык и иностранный (английский) язык»), очная форма обучения.

**Учебный план:** «Литература и иностранный (английский) язык» (очное, 2013), «Русский язык и иностранный (английский) язык» (очное, 2013)

**Дисциплина:** «Практическая грамматика английского языка» (бакалавриат, 2 курс, экзамен)

**Количество часов:** 90 ч. (в том числе: практические занятия – 54, самостоятельная работа – 36).

**Аннотация:** Основное внимание данной части курса уделяется разбору и усвоению более сложных грамматических явлений, корректировку и совершенствование уже имеющихся знаний в области грамматики английского языка. Темы курса разбираются на аутентичных примерах, рассматриваются наиболее часто допускаемые ошибки в употреблении изучаемых грамматических явлений.

**Темы:** 1. The Passive voice. The agent. 2. Direct and Indirect speech. 3. Gerunds and infinitives after verbs and prepositions. 4. Conditionals. I wish, If only. 5. More future forms. Time and conditional clauses with future reference. 6. The Participle. 7. Prepositions. 8. Relative clauses 9. Some confused or confusing elements of English grammar.

**Ключевые слова:** the passive voice, indirect speech, gerund, infinitive, first conditional, zero conditional, second conditional, third conditional, mixed conditional, future forms, conditional clauses, participle, preposition, relative clause.

**Дата начала эксплуатации:** 1.09.2014

**Автор курса:** Кузнецова Анастасия Александровна, ассистент кафедры иностранных языков и межкультурной коммуникации, an.kuznetsova91@yandex.ru

**URL адрес электронного курса:** <http://tulpar.kfu.ru/course/view.php?id=1994>

## Оглавление

Тема 1. The Passive voice. The agent.....	4-8
Тема 2. Direct and Indirect speech.....	9-13
Тема 3. Gerunds and infinitives after verbs and prepositions.....	14-21
Тема 4. Conditionals. I wish, If only.....	22-26
Тема 5. More future forms. Time and conditional clauses with future reference.....	26-30
Тема 6. The Participle.....	31-35
Тема 7. Prepositions.....	35-45
Тема 8. Relative clauses.....	45-49
Тема 9. Some confused or confusing elements of English grammar.....	49-53
Общий глоссарий.....	53-55
Общий список информационных ресурсов.....	55-56
Список тем для итогового контроля.....	56

## **Тема 1. The Passive voice. The agent.**

**Аннотация.** Данная тема раскрывает правила формирования пассивного залога, а также основные причины употребления пассивного залога в английском языке.

**Ключевые слова:** the passive voice, the active voice, subject, object, the agent.

### **Методические рекомендации к изучению:**

- Тема содержит презентацию, представляющую теоретическую часть и примеры по теме.
- В качестве самостоятельной работы представлены три блока с упражнениями, ответы на которые учащиеся должны прикрепить в отдельном файле.
- Для проверки усвоения материала имеются вопросы по теоретической части и тест по теме.

### **Рекомендуемая литература:**

1. Дроздова, Татьяна Юрьевна. English Grammar: reference & practice: with a Separate Key Volume: учебное пособие для учащихся классов с углубленным изучением английского языка и студентов неязыковых вузов / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова.—Изд. 10-е, испр. и доп.—Санкт-Петербург: Антология, 2008.—462, [2] с.
2. Murphy R, English Grammar in Use: 4th ed. / R. Murphy // Cambridge University Press. — 2012. — 399 с.
3. Naylor, Helen. Essential grammar in Use: suppl. exercises: with answers / Helen Naylor, Raymond Murphy.—5th print.—[Cambridge]: Cambridge Univ. Press, [2004].—V, 106 с.
4. Prodromou L. Grammar and Vocabulary for First Certificate. Pearson Education Limited, 2005. —320 с.

### **Глоссарий:**

*agent* - a person/thing who/which performs an action;

*object* - the entity that is acted upon by the subject;

*subject* - the part of a sentence or clause that commonly indicates what it is about, or who or what performs the action.

Sentences can be active or passive. Therefore, tenses also have "active forms" and "passive forms." You must learn to recognize the difference to successfully speak English.

### **Active Form**

In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active.

**[Thing doing action] + [verb] + [thing receiving action]**

### **Passive Form**

In passive sentences, the thing receiving the action is the subject of the sentence and the thing doing the action is optionally included near the end of the sentence.

**[Thing receiving action] + [finite form of *be*] + [past participle of verb] + [by] + [thing doing action]**

The form of *be* is the same as the tense in the active equivalent.

### **Forming the passive voice**

When rewriting active sentences in passive voice, note the following: the object of the active sentence becomes the subject of the passive sentence the finite form of the verb is changed (to be + past participle) the subject of the active sentence becomes the object of the passive sentence (or is dropped).

Because of the need to combine be/been with being e.g. *We will be being watched* or *We have been being watched*, we avoid using the passive in the Present Perfect Continuous, the Past Perfect Continuous, Future Continuous and Future Perfect Continuous. In these cases it is better to use the Active voice.

We form passive questions and negatives in the same way as the active:

When are important questions discussed?

They are not discussed every lunch time.

### **Reasons for using the Passive voice**

We use the passive in the following situations:

■ **Avoiding using I, we, they, one etc.**

e.g. The job *will be finished* by tonight.

■ **When it is obvious or not important to say who or what is the subject.**

e.g. He *was born* in 1991.

The meeting *has been changed* to Thursday.

■ **Reports**

e.g. Food *must be found* for the homeless people.

■ **Describing a process**

The potatoes *are peeled* and then they *are put* into the soup.

■ **Official announcements**

e.g. Fees *must be paid* in advance.

■ **Scientific texts**

e.g. The liquid *is heated* to a temperature of 60°C.

We often use the report verbs such as *think, suggest, believe* etc. in the passive, often with the impersonal pronoun *it*:

E.g. *It was reported* that many people were killed.

He *is thought to* have been the finest artist this century.

The structure *be supposed to* has a separate meaning from *be thought to*:

E.g. She *is supposed to* be your friend. (=she isn't behaving like a friend)

The structure *be not supposed to* means it is not allowed or advisable:

E.g. You're *not supposed to* park your car here. It's private parking only.

Jeff is much better after his illness, but he's *still not supposed to* do any heavy work.

The following group of verbs is usually used in the passive than in the active:

*be born   be jailed   be fined   be horrified   be wounded   be overcome*

Some verbs can have **two objects**. For example, **give**:

E.g. Somebody gave **the police the information**. (= somebody gave the information to the police)

So it is possible to make two passive sentences:

E.g. **The police were given** the information. *or*

**The information was given** to the police.

Other verbs which can have two objects are:

*ask   offer   pay   show   teach   tell*

When we use these verbs in the passive, most often we begin with the *person*:

E.g. **I've been offered** the job, but I don't think I'll accept it.

**You will be given** plenty of time to decide.

I didn't see the original document but **I was shown** a copy.

Tim has an easy job - **he's paid** a lot of money to do very little.

The passive of **doing/seeing etc.** is **being done** *I being seen etc.* **Compare:**

*Active: I don't like people telling me what to do.*

*Passive: I don't like being told what to do.*

E.g. I remember **being taken to the zoo when I was a child.**

(=I remember somebody taking me to the zoo)

Steve hates **being kept waiting.** (=he hates people keeping him waiting)

We managed to climb over the wall without **being seen.** (=without anybody seeing us)

We say 'I **was born ...** ' (*not I am born*):

**I was born in Chicago.**

Where **were you born?** (*not Where are you born?*)      *Past*    but

How many babies **are born every day?**      *Present*

## **Get**

You can use **get** instead of **be** in the passive:

There was a fight at the party, but nobody **got hurt.** (= nobody was hurt)

I don't **get invited** to many parties. (= I'm not invited)

We use **get** only when things **happen**. For example, you cannot use get in these sentences:

Jessica **is liked** by everybody. (not gets liked - this is not a 'happening')

Peter was a mystery man. Very little **was known** about him. (not got known)

We use **get** mainly in informal spoken English. You can use be in all situations.

We also use **get** in the following expressions (which are not passive in meaning):

**get married**      **get divorced**      **get dressed** (= put on your clothes)

**get lost**      **get changed** (=change your clothes)

## **The agent**

When we form passives, we do not usually mention the person or thing responsible for the action (the agent). We are usually more interested in what happens.

When we mention the agent we generally use:

■ ***by* when we mention who or what was responsible**

The car was driven *by my mother*.

■ ***with* when we mention the instrument used**

The victim was killed *with a bread knife*.

We can follow some verbs with *by* or *with*:

The airport was surrounded *by* soldiers

The airport was surrounded *with* soldiers

We follow verbs such as *cover* with *by*, *in* or *with*:

The fish was covered *by/in/with* flies.

We mention the agent only when this information is important. If the agent is obvious, unknown, or is “people in general”, we omit it:

E.g. He was fined for driving without a license.

In particular, we mention the agent when we add information about it in the next part of the sentence:

E.g. The car had been driven *by my younger brother* who didn’t have a driving license.

We do not mention the agent when we want to hide the information or we want to avoid taking responsibility for an action:

E.g. I’ve been told not to say anything.

Taxes will have to be raised next year.

**Вопросы для проверки:**

1. What is the Active voice?
2. What is the Passive voice?
3. How do we form the Passive voice?
4. What are the main reasons for using the Passive voice?
5. What happens if a verb has two objects? Give the examples.
6. Which verbs are usually used in the passive than in the active?
7. Which verbs can replace *be* in the passive?
8. What is the agent and how is it introduced into the passive sentence?
9. When do we generally use the agent?



## **Тема 2. Direct and Indirect speech.**

**Аннотация.** Тема рассказывает о формировании косвенной речи, способах передачи высказываний, мыслей, утверждений, вопросов (специальных и общих), предложений при формировании косвенной речи.

**Ключевые слова:** direct speech, indirect speech,

**Методические рекомендации к изучению:**

- Тема содержит презентацию, представляющую теоретическую часть и примеры по теме.
- В качестве самостоятельной работы представлены два блока с упражнениями, ответы на которые учащиеся должны прикрепить в отдельном файле.
- Для проверки усвоения материала имеются вопросы по теоретической части и тест по теме.

**Рекомендуемая литература:**

1. Дроздова, Татьяна Юрьевна. English Grammar: reference & practice: with a Separate Key Volume: учебное пособие для учащихся классов с углубленным изучением английского языка и студентов неязыковых вузов / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова.—Изд. 10-е, испр. и доп.—Санкт-Петербург: Антология, 2008.—462, [2] с.
2. Murphy R, English Grammar in Use: 4th ed. / R. Murphy // Cambridge University Press. — 2012. — 399 с.
3. Prodromou L. Grammar and Vocabulary for First Certificate. Pearson Education Limited, 2005. —320 с.
4. <http://www.edufind.com/english/grammar/>

**Глоссарий:**

*clause* - a group of words, consisting of a subject and a predicate including a finite verb, that does not necessarily constitute a sentence;

*direct speech* - a sentence (or several sentences) that reports speech or thought in its original form, as phrased by the original speaker. It is usually enclosed in quotation marks;

*reported (indirect) speech* - a means of expressing the content of statements, questions or other utterances, without quoting them explicitly. In grammar, indirect speech often makes use of certain syntactic structures such as content clauses ("that" clauses, such as (that) he was coming), and sometimes infinitive phrases.

If we report what another person has said, we usually do not use the speaker's exact words (**direct speech**), but **reported (indirect) speech**. Therefore, you need to learn how to transform direct speech into reported speech. The structure is a little different depending on whether you want to transform a statement, question or request.

You want to tell somebody what Paul said.

There are two ways of doing this:

- You can repeat Paul's words (direct speech):

e.g. Paul said **'I'm feeling ill.'**

- Or you can use reported speech:

e.g. Paul said **that he was feeling ill.**

When we use reported speech, the main verb of the sentence is usually **past** (Paul said that ... /

I told her that ... etc.).

The rest of the sentence is usually **past** too:

e.g. I **told** Lisa that I **didn't have** any money. (You can leave out "*that*": I **told** Lisa I **didn't have** any money)

### **Forming the Reported speech**

In general, the *present form in direct speech changes to the past form in reported speech*:

am/is --- <b>was</b>	do/does --- <b>did</b>	will --- <b>would</b>
are --- <b>were</b>	have/has --- <b>had</b>	can --- <b>could</b>

want/like/know/go etc. --- **wanted/liked/knew/went etc.**

Compare direct speech and reported speech:

You met Anna. Here are some of

Later you tell somebody what Anna

said. You use

the things she said in *direct speech*:

*reported speech*:

My parents **are** fine.

I **am** going to learn to drive.  
to drive.

I **want** to buy a car.

John **has** a new job.

I **can't** come to the party on Friday.  
the party on Friday.

I **don't** have much free time.  
time.

I **am** going away for a few days.  
a few days

I'll phone you when I **get** back.  
back.

Anna said that her parents **were** fine.

She said that she **was** going to learn

She said that she **wanted** to buy a car.

She said that John **had** a new job.

She said that she **couldn't** come to

She said she **didn't** have much free

She said that she **was** going away for

and **would** phone me when she **got**

*The past simple (did/saw/knew etc.)* can usually stay the same in reported speech, or you can change it to *the past perfect (had done/ I had seen/ I had known etc.)*:

**Direct** : Paul said "*I **woke up** feeling ill, so I **didn't** go to work.*"

**Reported**: Paul said (that) he ***woke up** feeling ill, so he **didn't** go to work.* or

Paul said (that) he ***had woken up** feeling ill, so he **hadn't** gone to work.*

Occasionally, it is not necessary to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

**Direct speech**: Paul said "*My new job **is** boring*".

**Reported speech**: Paul said that his new job ***is/was** boring.* (The situation is still the same. His job **is still** boring now.)

But if the situation has changed or finished, you must use a past verb:

e.g. Paul left the room suddenly. He said he **had** to go. (not **has** to go)

### Statements

A common way of reporting someone's words is by using a noun clause beginning with *that*:

e.g. "*I **can't** help you*" becomes *He **admitted that** he **can't** help us.*

However, we often omit *that*, especially when the reporting verb is *say* or *think*:

e.g. “*I’m very clever*” becomes *He thinks he is very clever.*

Here is a list of common reporting verbs:

<b>add</b>	<b>admit</b>	<b>advise</b>	<b>agree</b>	<b>announce</b>	<b>answer</b>	<b>ask</b>
<b>beg</b>	<b>claim</b>	<b>demand</b>	<b>explain</b>	<b>insist</b>	<b>order</b>	<b>persuade</b>
<b>promise</b>	<b>remind</b>	<b>reply</b>		<b>report</b>	<b>say</b>	<b>suggest</b>
<b>think</b>	<b>warn</b>					<b>tell</b>

### **Offers, etc.**

When we report what a person said, we often use a verb which describes the speaker’s intention, such as an offer or a refusal. The pattern is **verb + to-infinitive**:

e.g. “*Can I help you?*” becomes *She offered to help me.*

“*I will not do it!*” becomes *He refused to do it.*

The most common reporting verbs for this group are:

<b>agree</b>	<b>promise</b>	<b>swear</b>	<b>threaten</b>	<b>volunteer</b>	<b>vow</b>
--------------	----------------	--------------	-----------------	------------------	------------

### **Statements**

A common way of reporting someone’s words is by using a noun clause beginning with **that**:

e.g. “*I can’t help you*” becomes *He admitted that he can’t help us.*

However, we often omit **that**, especially when the reporting verb is *say* or *think*:

e.g. “*I’m very clever*” becomes *He thinks he is very clever.*

Here a list of common reporting verbs:

<b>add</b>	<b>admit</b>	<b>advise</b>	<b>agree</b>	<b>announce</b>	<b>answer</b>	<b>ask</b>	<b>beg</b>
<b>claim</b>	<b>demand</b>	<b>explain</b>	<b>insist</b>	<b>order</b>	<b>persuade</b>	<b>promise</b>	
<b>remind</b>	<b>reply</b>	<b>report</b>	<b>say</b>	<b>suggest</b>	<b>tell</b>	<b>think</b>	<b>warn</b>

### **Offers, etc.**

When we report what a person said, we often use a verb which describes the speaker’s intention, such as an offer or a refusal. The pattern is **verb + to-infinitive**:

e.g. “*Can I help you?*” becomes *She offered to help me.*

“*I will not do it!*” becomes *He refused to do it.*

The most common reporting verbs for this group are:

<b>agree</b>	<b>promise</b>	<b>swear</b>	<b>threaten</b>	<b>volunteer</b>	<b>vow</b>
--------------	----------------	--------------	-----------------	------------------	------------

## Questions

When we report questions, we do not follow the normal question order. Instead, we use the word order of a statement:

*“Can I leave the room?”*, I asked. becomes *I asked if I could leave the room.*

*She asked me where I was from* – correct

*She asked me where was I from* – incorrect

We use *ask*, *wonder* or *want to know* to report questions:

e.g. *He asked me where I went.*

*He only wanted to know If we had met each other before*

## Wh-questions

When we report a wh-question, we use the wh-word: who, where, why, what etc., or how, how far, how long, etc.:

e.g. *“Who built this castle?”*, she wanted to know. becomes

*She wanted to know who had built that castle.*

*“What time is it?”* becomes *She wanted to know/ She asked us what the time was.*

## Yes/No questions

When we report questions that can be answered by *yes* or *no* (For example, *Are you happy?*), we use a noun clause beginning with ***If*** or ***whether***:

e.g. *“Are you happy here?”*, she asked. becomes *She asked me if/whether I was happy there.*

We must use ***whether***, not *if*, when:

1) we are asking someone to make a choice:

e.g. *“Do you want tea or coffee”*, they asked. becomes

*They asked me whether I wanted tea or coffee.*

2) We include the phrase *“or not”* (this phrase emphasizes the necessity for an answer, often because of irritation):

e.g. *“Is he coming or not?”* becomes

*Did he say whether he was coming or not.*

### **Тема 3. Gerunds and infinitives after verbs and prepositions.**

**Аннотация.** Данная тема представляет формы герундия и инфинитива, их употребление и функции в английском языке, а также глаголы, используемый с герундием и инфинитивом. Представлены инфинитивные и герундиальные конструкции.

**Ключевые слова:** gerund, infinitive, gerundial construction, infinitive construction.

#### **Методические рекомендации к изучению:**

- Тема содержит презентацию, представляющую теоретическую часть и примеры по теме.
- В качестве самостоятельной работы представлены три блока с упражнениями, ответы на которые учащиеся должны прикрепить в отдельном файле.
- Для проверки усвоения материала имеются вопросы по теоретической части и тест по теме.

#### **Рекомендуемая литература:**

1. Дроздова, Татьяна Юрьевна. English Grammar: reference & practice: with a Separate Key Volume: учебное пособие для учащихся классов с углубленным изучением английского языка и студентов неязыковых вузов / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова.—Изд. 10-е, испр. и доп.—Санкт-Петербург: Антология, 2008.—462, [2] с.
2. Murphy R, English Grammar in Use: 4th ed. / R. Murphy // Cambridge University Press. — 2012. — 399 с.
3. Prodromou L. Grammar and Vocabulary for First Certificate. Pearson Education Limited, 2005. —320 с.
4. <http://www.englishgrammarsecrets.com/>

#### **Глоссарий:**

*complement* - a word or word group that completes the predicate in a sentence. A subject complement is the adjective, noun, or pronoun that follows a linking verb;

*object* - the entity that is acted upon by the subject;

*subject* - the part of a sentence or clause that commonly indicates what it is about, or who or what performs the action.

A gerund is a noun made from a verb by adding “-ing“. The gerund form of the verb "read" is "reading." We can use a gerund as the subject, the complement, or the object of a sentence.

E.g. *Reading helps you learn English.* (subject of sentence)

*Her favorite hobby is reading.* (complement of sentence)

*I enjoy reading.* (object of sentence)

Gerunds can be made negative by adding "not."

E.g. *He enjoys not working.*

*The best thing for your health is not smoking.*

Infinitives are the "to" form of the verb. The infinitive form of "learn" is "to learn." You can also use an infinitive as the subject, the complement, or the object of a sentence.

E.g. *To learn is important.* (the subject)

*The most important thing is to learn.* (the complement)

*He wants to learn.* (the object)

Infinitives can be made negative by adding "not."

E.g. *I decided not to go.*

*The most important thing is not to give up.*

As the object of a sentence, it is more difficult to choose between a gerund, a noun or an infinitive. Usually, the main verb in the sentence determines what you should use.

Some verbs are always followed by a *gerund* or a *noun*.

Here is the list:

*avoid   delay   fancy   give up   mind   practice   miss   dislike   feel like  
involve   risk   worth   enjoy   finish   keep/keep on   postpone/put off   give  
up   can't help*

E.g. *The castle is worth visiting/a visit.*

*I avoid noisy bars. or I avoid going to noisy bars.*

*She tried to be serious, but she couldn't help laughing.*

Such verbs as *consider, deny, admit, report, imagine, suggest* can be followed by a gerund, a noun or a noun clause with “*that*”.

E.g. *He admitted lying to the police.*

*He admitted his **crimes**.*

*He admitted **that** he had lied to the police.*

Some verbs are always followed by a gerund or a noun.

Here is the list:

*avoid    delay    fancy    give up    mind    practice    miss    dislike    feel like  
involve    risk    worth    enjoy    finish    keep/keep on    postpone/put off    give  
up    can't help*

E.g. *The castle is worth visiting/a visit.*

*I avoid noisy bars. or I avoid going to noisy bars.*

*She tried to be serious, but she couldn't help laughing.*

Such verbs as *consider, deny, admit, report, imagine, suggest* can be followed by a gerund, a noun or a noun clause with “*that*”.

E.g. *He admitted lying to the police.*

*He admitted his crimes.*

*He admitted that he had lied to the police.*

With some verbs we can use the structure *verb+ somebody+ gerund*.

E.g. *I can't imagine George riding a motorbike.*

*Did you really say that? I don't remember you saying that.*

Note the passive form (being done/seen/kept etc.):

E.g. *I don't mind being kept waiting.* (= I don't mind people keeping me ... )

When you are talking about finished actions, you can say *having done/stolen/said* etc.:

*They admitted having stolen the money.*

But it is not necessary to use *having (done)*. You can say:

E.g. *They admitted stealing the money.*

Some verbs are always followed by *infinitive*:



<i>expect</i>	<i>intend</i>	<i>manage</i>	<i>plan</i>	<i>promise</i>	<i>threaten</i>	<i>want</i>
<i>choose</i>	<i>hope</i>	<i>mean(=intend)</i>	<i>wish</i>	<i>prepare</i>	<i>refuse</i>	<i>decide</i>
<i>hesitate</i>	<i>learn</i>	<i>offer</i>	<i>pretend</i>	<i>seem</i>	<i>fail</i>	

E.g. *It was late, so we decided to take a taxi home.*

*Simon was in a difficult situation, so I agreed to help him.*

*I waved to Karen, but failed to attract her attention.*

The negative is “not to” :

E.g. *We decided not to go out because of the weather.*

*I promised not to be late.*

There is also a *continuous infinitive (to be doing)* and a *perfect infinitive (to have done)*:

E.g. *I pretended to be reading the paper.* (=I pretended that I was reading)

*You seem to have lost weight.* (=it seems that you have lost weight)

After some verbs you can use a question word (what/whether/how etc.) +to...

We use this structure especially after:

ask	decide	know	remember	forget	explain	learn
understand	wonder					

E.g. *We asked how to get to the station.*

*Have you decided where to go for your holidays?*

This is a small group which includes such structures as *would rather/sooner/better, let smb. do smth., make smb. do smth.:*

E.g. *Let me give you some advise.*

*I'd rather go to Italy.*

*I'd sooner die than tell the secret.*

*You'd better watch what you're saying.*

*They made us get up early.*

Modal verbs (except *ought to*) are always followed by a *bare infinitive*.

We use *to-infinitive* after *make* in the passive:

E.g. *I was made to wait two hours for an appointment*

Some of the verbs can be followed either by a gerund, a noun or a *to-infinitive*:

*like          love          hate          prefer          can't bear          can't stand*  
*begin          continue          start*

E.g. *I began training as soon as I heard about the match.*

*I began to train as soon as I heard about the match.*

**Note!** We use *-ing* (not *to*-infinitive) when we talk about a situation that already exists (or existed).

E.g. *Do you like being a student?* (You are a student - do you like it?)

*The office I worked in was horrible. I hated working there.* (I worked there and I hated it).

*Paul lives in Berlin now. He likes living there.* (He lives there and he likes it)

There is sometimes a difference between *I like to do* and *I like doing*:

*I like doing something* = I do it and I enjoy it:

E.g. *I like cleaning the kitchen.* (= I enjoy it.)

*I like to do something* = I think it is a good thing to do, but I don't necessarily enjoy it:

E.g. *It's not my favourite job, but I like to clean the kitchen as often as possible.*

*Feel/hear/see/watch* + *pronoun/noun* + *bare* infinitive when we see an action as a completed one:

E.g. *I saw them cross the road.*

*Feel/hear/see/watch* + *pronoun/noun* + *gerund* when the focus is on the action and it is happening:

E.g. *I saw them crossing the road.*

We can use some verbs with both the *to*-infinitive or a gerund but with a change of meaning:

### **Remember**

*I remember doing something* (I did it and I remember this)

*You remember doing something after you have done it.*

E.g. *I know I locked the door. I clearly remember locking it.* (= I locked it, and now I remember this).

*I remembered to do something* = I remembered that I had to do it , so I did it.

*You remember to do something before you do it.*

E.g. *I remembered to lock the door, but I forgot to shut the windows.* (= I remembered that I had to lock it, and so I locked it)

### **Regret**

I regret *doing* smth = I did it and now I'm sorry about it:

E.g. *I now regret saying what I said. I shouldn't have said it.*

I regret *to say/to tell you/to inform you* = I'm sorry that I have to say (etc.):

E.g. (from a form/a letter) *We regret to inform you that your application has been unsuccessful.*

### **Go on**

Go on *doing* smth = to continue with the same thing:

E.g. *We need to change. We can't go on living like this.*

Go on *to do* smth = to do or to say something new:

E.g. *After discussing the economy, the president then went on to talk about foreign policy.*

### **Try**

Try *to do* = attempt to do, make an effort to do:

E.g. *I was very tired. I tried to keep my eyes open, but I couldn't.*

Try *doing* = to do something as an experiment or test.

E.g. *Try jogging a bit every day* (do it to see what happens, maybe it will help to solve the problem)

### **Need**

I *need to do* something = it is necessary for me to do it:

E.g. *I need to get more exercise.*

*I don't need to come to the meeting, do I?*

Something *needs doing*= it needs to be done:

*My phone needs charging.* (=it needs to be charged)

*Do you think this jacket needs cleaning?*(needs to be cleaned)

### **Stop**

Stop *to do* smth= finish one action in order to start another one.

E.g. *I stopped to say him hello.*

Stop *doing* smth = no longer do this

E.g. *He stopped smoking a year ago.*

### ***Help and can't help***

You can say *help to do smth*:

E.g. *Everybody helped to clean up after the party.*

I can't help *doing* something = I can't stop myself doing it:

E.g. *I don't like him, but he has a lot of problems. I can't help feeling sorry for him.*

**Verbs + prepositions** are always followed by a gerund.

Here are the examples:

	<b><i>preposition</i></b>	<b><i>verb (-ing)</i></b>
<i>Are you interested</i>	<b><i>in</i></b>	<b><i>working for us?</i></b>
<i>I'm not good</i>	<b><i>at</i></b>	<b><i>learning languages.</i></b>
<i>Sue must be fed up</i>	<b><i>with</i></b>	<b><i>studying.</i></b>
<i>What are the advantages</i>	<b><i>of</i></b>	<b><i>having a car?</i></b>
<i>Thanks very much</i>	<b><i>for</i></b>	<b><i>inviting me to the party.</i></b>
<i>How</i>	<b><i>about</i></b>	<b><i>meeting for lunch?</i></b>
<i>Why don't you go out</i>	<b><i>instead of</i></b>	<b><i>sitting at home?</i></b>
<i>Amy went to work</i>	<b><i>in spite of</i></b>	<b><i>feeling ill.</i></b>
<i>I'm looking forward</i>	<b><i>to</i></b>	<b><i>seeing you soon!</i></b>
<i>She is keen</i>	<b><i>on</i></b>	<b><i>dancing.</i></b>
<i>Do you feel</i>	<b><i>like</i></b>	<b><i>going out tonight.</i></b>

The following verbs can have the structure *verb+ object+ preposition+ -ing*:

	<b><i>verb +</i></b>	<b><i>object +</i></b>	<b><i>preposition</i></b>	<b><i>+ -ing</i></b>
<i>They</i>	<b><i>accused</i></b>	<b><i>us</i></b>	<b><i>of</i></b>	<b><i>telling lies.</i></b>
<i>We</i>	<b><i>congratulated</i></b>	<b><i>Lisa</i></b>	<b><i>on</i></b>	<b><i>winning the prize.</i></b>
	<b><i>Excuse</i></b>	<b><i>me</i></b>	<b><i>for</i></b>	<b><i>being late.</i></b>
<i>What</i>	<b><i>prevented</i></b>	<b><i>you</i></b>	<b><i>from</i></b>	<b><i>coming?</i></b>
<i>The rain</i>	<b><i>didn't stop</i></b>	<b><i>us</i></b>	<b><i>from</i></b>	<b><i>walking.</i></b>

The following examples are with *not -ing*:

E.g. *They accused us of not telling the truth.*

*Excuse me for not replying to your email until now.*

**Note** that we say “*apologies to somebody for ...*”:

E.g. *I apologized to them for keeping them waiting.* (not I apologized them)

When these expressions are followed by a verb, the verb ends in *-ing*:

**It's no use / it's no good ...**

E.g. *There is nothing you can do about the situation so it's no use worrying about it.*

**There's no point in ...**

E.g. *There's no point in having a car if you never use it .*

But we usually say “the point of doing something”:

E.g. *What's the point of having a car if you never use it?*

**It's (not) worth ...**

E.g. *I live not far from here / so it's not worth taking a taxi.*

You can say that a film is *worth seeing*, a book is *worth reading etc.*

**Have trouble / difficulty / a problem doing something:**

E.g. *I had no trouble finding a place to stay. (not trouble to find)*

*People sometimes have problems reading my writing.*

**Spend time/waste time/be busy doing something:**

E.g. *He spent hours trying to repair the clock.*

*She couldn't see me. She was too busy doing other things.*

**Go swimming / go fishing etc.**

We use *go + -ing* for a number of activities (especially sports). For example, you can say:

<i>go sailing</i>	<i>go shopping</i>	<i>go surfing</i>	<i>go swimming</i>
<i>go camping</i>	<i>go jogging</i>	<i>go fishing</i>	<i>go scuba diving</i>
<i>go riding</i>	<i>go skiing</i>	<i>go hiking</i>	<i>go sightseeing</i>

**Вопросы для проверки:**

1. What is a gerund?
2. What is the to-infinitive? What is a bare infinitive?
3. Which verbs are always followed by a gerund or a noun?
4. Which verbs are always followed by a to-infinitive?
5. Which other forms of gerunds and infinitives exist?
6. Which verbs are used with a bare infinitive?
7. Which verbs can be used both with a gerund and a to-infinitive?

8. Which verbs change the meaning if they are followed by a gerund or a to-infinitive?
9. Give some examples of the constructions verb+preposition+gerund and verb+object+preposition+gerund.
10. Name some set expressions used with a gerund.

#### **Тема 4. Conditionals. I wish, If only.**

**Аннотация.** Тема раскрывает все виды условных наклонений в английском языке: First, Second, Third and Zero Conditionals. Изучается выражение сожалений или пожеланий о настоящем, будущем или прошлом при помощи конструкций I wish и If only.

**Ключевые слова:** first conditional, zero conditional, second conditional, third conditional, mixed conditional, other forms of conditionals.

#### **Методические рекомендации к изучению:**

- Тема содержит презентацию, представляющую теоретическую часть и примеры по теме.
- В качестве самостоятельной работы представлены два блока с упражнениями, ответы на которые учащиеся должны прикрепить в отдельном файле.
- Для проверки усвоения материала имеются вопросы по теоретической части и тест по теме.

#### **Рекомендуемая литература:**

1. Дроздова, Татьяна Юрьевна. English Grammar: reference & practice: with a Separate Key Volume: учебное пособие для учащихся классов с углубленным изучением английского языка и студентов неязыковых вузов / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова.—Изд. 10-е, испр. и доп.—Санкт-Петербург: Антология, 2008.—462, [2] с.
2. Murphy R, English Grammar in Use: 4th ed. / R. Murphy // Cambridge University Press. — 2012. — 399 с.

3. Prodromou L. Grammar and Vocabulary for First Certificate. Pearson Education Limited, 2005. —320 с.

4. <http://www.edufind.com/english/grammar/>

### Глоссарий:

*conditional sentence* - a sentence expressing factual implications, or hypothetical situations and their consequences;

*main clause* - a clause that can stand alone as a sentence.

There are two kinds of conditional sentences: *real* and *unreal*. Real Conditional describes real-life situations. Unreal Conditional describes unreal, imaginary situations.

There are 5 types of conditional clauses: *Zero Conditional, First Conditional, Second Conditional, Third Conditional, Mixed Conditional*.

### Zero Conditional

We use *the Zero Conditional* to show that one action, result etc. always follows another. This conditional can refer to the facts. We usually use *If* or *When*:

Conditional clause	Main clause
Present Simple	Present Simple
<i>If/When water <b>freezes</b>, it <b>turns</b> to ice.</i>	

### First Conditionals

We use *the First Conditional* to talk about events which are possible. This conditional clause can refer to present or future.

Conditional clause	Main clause
Present Simple	Future Simple
<i>If you <b>study</b> hard, you <b>will pass</b> your exams.</i>	

The Conditional clause can come *before* or *after* the main clause. We use a comma at the end of the Conditional clause when it comes first:

E.g. *If you **don't try** harder, you **will fail**.*

*You **will fail** if you **don't try** harder.*

Other structures are possible:

Conditional clause	Main clause
--------------------	-------------

If + Present Simple          modal verb

*If you **behave** yourself,    you **can** come.*

Conditional clause          Main clause

If + Present Simple          be going to (future)

*If you **don't** work,    you're **going to** fail.*

If + Present Simple          imperative

*If you **need** anything,    **ask***

If + Present Continuous    will + bare infinitive

*If we **are leaving** soon,    I'll **get** your coat*

Conditional clause          Main clause

If + Present Perfect          will + bare infinitive

*If I **have finished**,    I **will be** able to come.*

If + Present Perfect          modal verb

*If you **have finished**,    you **can** go out.*

Imperative                  and/or + will

***Sleep** more          **and** you **will** recover soon.*

After the following phrases we always use a *Present Tense*:

*(just) in case* (= because it is possible that...)

*Jane **will make** a sandwich **in case** you **are** hungry.*

***provided (that); as long as***

***Provided** you **try** hard you **will pass** the exam.*

***unless*** (we use it to replace "if...not" in Conditional sentences)

***Unless** you **live** now, you **will be** late.*

## **Second Conditional**

Often called the "unreal" conditional because it is used for unreal - impossible or improbable - situations. We use this conditional for unlikely situations in the present and future.

Conditional clause          Main clause

If + Past Simple                  would+ bare infinitive

*If I **saw** a ghost,          I **would** scream.*

Instead of would we can use other modal verbs:



E.g. *If I lost my job, I **might go** abroad for a while.*

**NOTE:** The verb 'to be', when used in the 2nd conditional, is always conjugated as 'were'.

E.g. *If I **were** you, I **wouldn't do** that.*

### Third Conditional

We use Third Conditional to talk about an event or situation that did not happen in the past.

Conditional clause	Main clause
--------------------	-------------

If+ Past Perfect	would + have V <sub>3</sub>
------------------	-----------------------------

*If you **had asked** me, I **would have agreed**.*

Instead if *would* we can use *could* or *might*.

Note the changes in the meaning when we make either clauses negative:

E.g. *If I **had left** home early, I **would not have been** late for the meeting.* (but I was)

If I **had not left** home early, I **would have been** late for the meeting. (but I wasn't)

### Mixed Conditional

It is possible to mix Second and Third Conditionals, especially when a past event has an effect in the present.

Conditional clause	Main clause
--------------------	-------------

If+ Past Perfect	would + V
------------------	-----------

*If I **had stayed** at home, I **would be** OK now.*

### I wish/If only

Wishes/regrets about the present

*wish/if only + Past Tense (Simple/Continuous)*

*I **wish** I **were** taller      I **wish** you **were** here*

We can use *wish/if only* with *could*:

E.g. *I **wish** I **could** use a computer.*

Wishes about the future

*wish/if only + would V*

*I **wish** you **would stop** shouting*

Wishes/regrets about the past

*wish/if only + Past Perfect*

*I wish I had taken you advice (but I didn't)*

**Вопросы для проверки:**

1. What types of Conditionals do you know?
2. What is the First Conditional? How do we form it?
3. What other forms of the First Conditional do you know?
4. What is the Second Conditional? How do we form it?
5. What is the Third Conditional? How do we form it?
6. What is the Zero Conditional? How do we form it?
7. What is the Mixed Conditional? How do we form it?
8. How do we express wishes and regrets about the present?
9. How do we express wishes about the future?
10. How do we express wishes and regrets about the past?

**Тема 5. More future forms. Time and condition clauses with future reference.**

**Аннотация.** В данной теме изучаются особенности придаточных предложений условия и времени в английском языке, дополнительные способы выразить будущее время в английском языке, выражения времени и предпочтений (it's time..., I'd rather..., I'd prefer...etc).

**Ключевые слова:** more future forms, condition clauses.

**Методические рекомендации к изучению:**

- Тема содержит презентацию, представляющую теоретическую часть и примеры по теме.
- В качестве самостоятельной работы представлены два блока с упражнениями, ответы на которые учащиеся должны прикрепить в отдельном файле.
- Для проверки усвоения материала имеются вопросы по теоретической части и тест по теме.

## Рекомендуемая литература:

1. Дроздова, Татьяна Юрьевна. English Grammar: reference & practice: with a Separate Key Volume: учебное пособие для учащихся классов с углубленным изучением английского языка и студентов неязыковых вузов / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова.—Изд. 10-е, испр. и доп.—Санкт-Петербург: Антология, 2008.—462, [2] с.
2. Hewings, Martin. Advanced Grammar in Use: A self-study reference and practice book for advanced learners of English / M. Hewings.—Cambridge: University Press, 1999.—340 с.
3. Murphy R, English Grammar in Use: 4th ed. / R. Murphy // Cambridge University Press. — 2012. — 399 с.
4. Prodromou L. Grammar and Vocabulary for First Certificate. Pearson Education Limited, 2005. —320 с.

## Глоссарий:

*clause* - a group of words, consisting of a subject and a predicate including a finite verb, that does not necessarily constitute a sentence;

*conjunction* - any word or group of words, other than a relative pronoun, that connects words, phrases, or clauses;

*object* - the entity that is acted upon by the subject.

## Time and condition clauses with future reference

When we talk about something in the future, we can use *a conjunction* related to time (*time clause*) or condition (*condition clause*).

After these conjunctions we use *the Present Simple* (not will).

### Time clauses

<i>after</i>	} + <i>Present Simple</i>	I'll see you <b><i>after</i></b> I <b><i>get back</i></b> from holiday.
<i>as soon as</i>		<b><i>As soon as</i></b> he <b><i>arrives</i></b> at the hotel, call a taxi.
<i>before</i>		Finish your work <b><i>before</i></b> mum <b><i>comes</i></b> home.
<i>by the time</i>		He'll have gone <b><i>by the time</i></b> you <b><i>get</i></b> there.
<i>immediately</i>		Tell me <b><i>immediately</i></b> you <b><i>arrive</i></b> .
<i>once</i>		<b><i>Once</i></b> she <b><i>arrives</i></b> , we can start.

<i>until</i>	} + <i>Present Simple</i>	Keep writing <b><i>until</i></b> I <b><i>tell</i></b> you to stop.
<i>when</i>		I'll call you <b><i>when</i></b> I <b><i>am</i></b> free.
<i>whenever</i>		Phone me <b><i>whenever</i></b> it <b><i>is</i></b> convenient.
<i>while</i>		Let's forget work <b><i>while</i></b> we <b><i>are</i></b> on holiday.

We can use *the Present Perfect* in the time clauses instead of *the Present Simple*.

Compare:

*I'll take up gardening when I **retire**.* (emphasis is on the activity: gardening not fishing/dancing etc.)

*I'll take up gardening when I **have retired**.* (emphasis is on when the activity will begin)

We can also use *the Present* or *Past Simple* after *Suppose/Supposing* when referring to an imaginary situation in the future:

***Supposing*** you ***failed*** – would you try again?

### Condition clauses

<i>as/so long as</i>	} + <i>Present Simple</i>	I'll come <b><i>as long as</i></b> you <b><i>pay</i></b> .
<i>(just) in case</i>		Take an umbrella <b><i>in case</i></b> it <b><i>rains</i></b> .
<i>on condition that</i>		I'll give you money <b><i>on condition</i></b>
		<b><i>that</i></b> you <b><i>pay</i></b> me back.
<i>provided/providing (that)</i>	}	We'll be there on time <b><i>provided</i></b> we <b><i>leave</i></b> now.
<i>suppose/supposing</i>		<b><i>Supposing</i></b> you <b><i>fall</i></b> ill, what will you do?
<i>unless</i>		We won't go for a walk <b><i>unless</i></b> it <b><i>is</i></b> sunny.
<i>whether (... or not)</i>		<b><i>Whether</i></b> we <b><i>go or not</i></b> depends on the weather.

When a clause beginning in ***If, Whether, When***, etc. is *the object* of the sentence, we can use ***will*** (when it is ***not*** the Condition):

### OBJECT

*I doubt ***if/whether*** David ***will*** come.*

*I don't know ***when*** they ***will*** come back.*

Compare:

***When*** they ***come*** back, I will phone you. (Time clause)

***If*** David ***comes***, I will be happy. (First Conditional)

## More Future Forms

<i>be about to</i>	} +bare infinitive	The train <b>is about to leave</b> ! Hurry up!
<i>be due to</i>		She <b>is due to start</b> her new job next week.
<i>be to</i>		The President <b>is to visit</b> Kazan on Saturday.
<i>be not to</i>		You <b>are not to begin</b> till 9 o'clock.
<i>be on the verge of + -ing/smith</i>		They <b>are on the verge of making</b> a new discovery.
<i>however+ adv./adj. + Pr.Simple</i>		<b>However hard</b> he <b>tries</b> , he will fail anyway.
<i>no matter (what, who etc.)+ Pr. Simple</i>		<b>No matter what</b> she <b>says</b> , he won't believe her.
<i>be on the point of+ -ing</i>		She <b>was on the point of leaving</b> when I arrived.
<i>whatever, whoever, whenever, wherever + Pr. Simple</i>		<b>Wherever</b> we <b>go</b> on holiday, we take the dog with us.

## Expressions of time

### It's time...

What should happen *now or in the immediate future*:

*It's time + to-infinitive*:

***It's time to go to bed.***

wrong: *It's time we go home to bed.*

correct: ***It's time to go home.***

*It's time + prepositional phrase*:

***It's time for bed.***

*It's time + for smb + to-infinitive*:

***It's time for you to go to bed.***

What should be done *now or very soon*:

*It's time + smb/smith + Past Simple/Continuous*:

***It's time you went to bed. Hurry up. It's time we left.***

***It's time we were leaving.***

*It's high time + smb/smith + Past Simple/Continuous*:

***It's high time we left*** – we've been here too long.

*It's about time + smb/smith + Past Simple/Continuous* (emphatic, often suggesting criticism):

*It's about time we took the global warming seriously.*

## Expressions of preference

### would rather...

For expressing *present or future preference*:

would rather + *bare infinitive*:

correct: *I'd rather have coffee (than tea).*

wrong: *I'd rather to have coffee (than tea).*

*Would you rather go with them (or stay with me)?*

would rather + *smb* + Past Simple (+*than*):

*I'd rather Ann didn't come to the party.*

correct: *I'd rather you came now than at six o'clock.*

wrong: *I'd rather you to come now than at six o'clock.*

To refer to *the past*:

would rather + *smb* + Past Perfect:

*I'd rather you had asked me before you bought me this shirt. (= but you didn't)*

### would sooner...

This is an alternative to *would rather*, and uses the same patterns:

*I'd sooner stay in than go out.*

*I'd sooner you didn't tell her the secret.*

### would prefer...

would prefer + *to-infinitive or gerund (-ing)*

*She'd prefer not to watch the film.*

*I'd prefer eating seafood.*

would prefer + *to-infinitive* + (*rather*) *than* + *bare infinitive*:

*I'd prefer to stay in (rather) than go out.*

would prefer + *smb* + *to-infinitive or gerund (-ing)*:

*We'd prefer you staying. I'd prefer you not to come.*

would prefer it if + *smb* + Past Simple:

*She'd prefer it if you called her before coming.*

### **Вопросы для проверки:**

1. What types of time clauses do you know?
2. Which tenses can we use with time clauses?
3. What types of condition clauses do you know?
4. Which tenses can we use with condition clauses?
5. What other future forms do you know? How do we form them?
6. Which expressions of time can you name? How do we form them?
7. Which expressions of preference can you name? How do we form them?

### **Тема 6. The Participle.**

**Аннотация.** Данная тема предполагает изучение форм и функций причастий, конструкции have something done, употребление причастий настоящего и прошедшего времени, The Absolute Participial Construction.

**Ключевые слова:** participle, past participle, participial construction.

### **Методические рекомендации к изучению:**

- Тема содержит презентацию, представляющую теоретическую часть и примеры по теме.
- В качестве самостоятельной работы представлены два блока с упражнениями, ответы на которые учащиеся должны прикрепить в отдельном файле.
- Для проверки усвоения материала имеются вопросы по теоретической части и тест по теме.

### **Рекомендуемая литература:**

1. Дроздова, Татьяна Юрьевна. English Grammar: reference & practice: with a Separate Key Volume: учебное пособие для учащихся классов с углубленным изучением английского языка и студентов неязыковых вузов / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова.—Изд. 10-е, испр. и доп.—Санкт-Петербург: Антология, 2008.—462, [2] с.

2. Hewings, Martin. Advanced Grammar in Use: A self-study reference and practice book for advanced learners of English / M. Hewings.—Cambridge: University Press, 1999.—340 с.
3. Murphy R, English Grammar in Use: 4th ed. / R. Murphy // Cambridge University Press. — 2012. — 399 с.
4. Prodromou L. Grammar and Vocabulary for First Certificate. Pearson Education Limited, 2005. —320 с.
5. <http://www.edufind.com/english/grammar/>

### **Глоссарий:**

*adverbial modifier* - a word or phrase that's used to modify another part of a sentence, usually a verb or adverb;

*conjunction* - any word or group of words, other than a relative pronoun, that connects words, phrases, or clauses;

*object* - the entity that is acted upon by the subject;

*relative clause* - a kind of subordinate clause, one of whose arguments shares a referent with a main clause element on which the subordinate clause is grammatically dependent;

*subject* - the part of a sentence or clause that commonly indicates what it is about, or who or what performs the action.

A participle is a form of a verb that is used in a sentence to modify a noun or noun phrase and thus plays a role similar to that of an adjective or adverb (some languages have distinct forms for adverbial participles and adjectival participles).

Participles may correspond to the active voice (active participles), where the modified noun is taken to represent the agent of the action denoted by the verb; or to the passive voice (passive participles), where the modified noun represents the patient (undergoer) of that action.

A verb phrase based on a participle and having the function of a participle is called a participle phrase or participial phrase (participial is the adjective derived from participle). For example, looking hard at the sign and beaten by his father are participial phrases based respectively on an English present participle and past



participle. Participial phrases generally do not require an expressed grammatical subject; therefore such a verb phrase also constitutes a complete clause (one of the types of nonfinite clause). As such, it may be called a participle clause or participial clause. (Occasionally a participial clause does include a subject, as in the English nominative absolute construction *The king having died, ...*.)

Modern English verbs, then, have two participles:

*The present participle*, also sometimes called the active, imperfect, or progressive participle, takes the ending *-ing*. It is identical in form to the gerund (and verbal noun); the term present participle is sometimes used to include the gerund, and the term "gerund–participle" is also used.

*The past participle*, also sometimes called the passive or perfect participle, is identical to the past tense form (in *-ed*) in the case of regular verbs, but takes various forms in the case of irregular verbs, such as sung, written, put, gone, etc.

### **Functions of the Participles**

*The present participle*, or participial phrases (clauses) formed from it, are used as follows:

- 1) to form the progressive (continuous) aspect: *Jim was **sleeping**.*
- 2) as an adjective phrase modifying a noun phrase: *The man **sitting** over there is my uncle.*
- 3) adverbially, the subject being understood to be the same as that of the main clause: ***Looking** at the plans, I gradually came to see where the problem lay.*
- 4) similarly, but with a different subject, placed before the participle (the nominative absolute construction): *He and I **having** reconciled our differences, the project then proceeded smoothly.*
- 5) more generally as a clause or sentence modifier: *Broadly **speaking**, the project was successful.*

*Past participles*, or participial phrases (clauses) formed from them, are used as follows:

- 1) to form the perfect aspect: *The chicken **has eaten**.*
- 2) to form the passive voice: *The chicken **was eaten**.*
- 3) as an adjective phrase: *The chicken **eaten** by the children was contaminated.*

4) adverbially: ***Seen** from this perspective, the problem presents no easy solution.*

5) in a nominative absolute construction, with a subject: *The task **finished**, we returned home.*

Both types of participles are also often used as pure adjectives. Here present participles are used in their active sense ("an exciting adventure", i.e. one that excites), while past participles are usually used passively ("the attached files", i.e. those that have been attached), although those formed from intransitive verbs may sometimes be used with active meaning ("our fallen comrades", i.e. those who have fallen). Some such adjectives also form adverbs, such as interestingly and excitedly.

The gerund is distinct from the present participle in that it (or rather the verb phrase it forms) acts as a noun rather than an adjective or adverb: "I like sleeping"; "Sleeping is not allowed." There is also a pure verbal noun with the same form ("the breaking of one's vows is not to be taken lightly").

### **Have something done**

The construction means that we arrange somebody else to do something for us or to tell that something happened to someone.

**The Past Participle** comes after the object:

*Have + object + Past Participle*

Examples:

I **have** my coat **cleaned** every month.

We **had** the roof **repaired** yesterday.

They **are having** their flat **redecorated** at the moment.

How often do you **have** your car **serviced**?

She **has** just **had** her hair **cut**.

He **had** all his money **stolen**.

### **The Absolute Participial Construction**

*The Absolute Participial Construction* is a construction in which the participle has the "subject" of its own. This "subject" is not the subject of the sentence.

Examples:

*The letter **having been written**, he went out to the post.* (= After he had written the letter, he went out to the post.)

The room **being** dark, I couldn't see him. (= As it was dark in the room, I couldn't see him)

### **-ing and -ed adjectives**

Participle can be used as an adjective.

### **-ed adjectives**

These adjectives tell how a person feels.

E.g. The **worried** parents waited nervously for news.

This adjectives do not end in *-ed* if the Past Participle is *irregular*:

E.g. She died of a **broken** heart.

### **-ing adjectives**

This adjectives tell about the effect that someone or smth has on our feelings.

E.g. He is a **boring** person.

The journey was **exciting**.

### **Вопросы для проверки:**

1. What types of participles do you know?
2. How do we form Present and Past Participle?
3. How do we form Perfect Participle and Passive Participle?
4. What are the functions of the Participle I?
5. What are the functions of the Participle II?
6. What is the Absolute Participial construction?
7. What is the construction "*have something done*" used for?
8. What are -ed and -ing adjectives?

## **Тема 7. Prepositions.**

**Аннотация.** Изучение предлогов места, времени, движения, тонкости их употребления в английском языке, а также prepositional phrases.

**Ключевые слова:** preposition of time, preposition of place, preposition of movement, prepositional phrase.

### **Методические рекомендации к изучению:**

- Тема содержит презентацию, представляющую теоретическую часть и примеры по теме.

- В качестве самостоятельной работы представлены три блока с упражнениями, ответы на которые учащиеся должны прикрепить в отдельном файле.
- Для проверки усвоения материала имеются вопросы по теоретической части и тест по теме.

### **Рекомендуемая литература:**

1. Дроздова, Татьяна Юрьевна. English Grammar: reference & practice: with a Separate Key Volume: учебное пособие для учащихся классов с углубленным изучением английского языка и студентов неязыковых вузов / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова.—Изд. 10-е, испр. и доп.—Санкт-Петербург: Антология, 2008.—462, [2] с.
2. Hewings, Martin. Advanced Grammar in Use: A self-study reference and practice book for advanced learners of English / M. Hewings.—Cambridge: University Press, 1999.—340 с.
3. Murphy R, English Grammar in Use: 4th ed. / R. Murphy // Cambridge University Press. — 2012. — 399 с.
4. Prodromou L. Grammar and Vocabulary for First Certificate. Pearson Education Limited, 2005. —320 с.
5. <http://www.edufind.com/english/grammar/>

Prepositions (or more generally adpositions, see below) are a class of words expressing spatial or temporal relations (in, under, towards, before) or mark various syntactic and semantic roles (of, for). Their primary function is relational. A preposition typically combines with another constituent (called its complement) to form a prepositional phrase, relating the complement to the context.

### **Prepositions of time**

We use *at* for short periods:

- clock times; points of time in the day:

*at five o'clock, at 8.30, at night, at lunchtime, at midnight, at sunset, etc.;*

- weekends and holiday periods:

*at the weekend, at weekends, at Christmas, at Easter.*

- points of time:

*at the beginning/end, at last, at the moment, at present, at the same time, at times, at the time, at Ramadan.*

We use **in** for longer periods:

- the main parts of the day:

*in the morning, in the afternoon, in the evening,*

but: *at night.* (=during the night)

**E.g.** *He works at night*

- months, years, seasons, centuries:

*in August, in 1991, in (the) winter, in the 18<sup>th</sup> century, in the past, in (the) future.*

- at a point in time during a period:

*in the beginning, in the end, in the night* (=at some point in the middle of the night; more poetic)

**E.g.** *I heard an owl hooting in the night.*

**E.g.** *I heard an owl hooting in the night.*

- such phrases as:

*in an hour, in a week, in two years, in a few minutes, in a moment. etc.      an hour from now*

**E.g.** *The train will be leaving in a few minutes.*

We can add the word “*time*” after these phrases:

**E.g.** They are getting married *in six months’ time* or ... *in six month.* (six month from now)

- We also use **in...** to say how long it takes to do something:

**E.g.** *I learnt to drive in four weeks.* (It took me four weeks to learn)

We use **on...** for:

- specific dates and the days of the week:

*on Friday/Fridays, on 16 May 2009, on August 10, on weekdays.*

- specific days:

***on** New Year's Day, **on** Christmas Day (but: **at** Christmas), **on** my birthday, **on** the day of arrival/ departure, **on** a fine sunny day.*

We say:

***in** the morning(s) but **on** Friday mornings*

***in** the afternoon(s) **on** Sunday afternoons*

***in** the evening(s) **on** Monday evenings etc.*

***E.g.** Do you work **E.g.** Do you work*

***in** the evenings? **on** Sunday evenings?*

- We do not use ***at/in/on*** before ***last/next/this/every***:

***E.g.** I'll see you **next** Friday (**not** on the next Friday)*

- In spoken English it's OK to omit ***on*** before the days of the week (*Monday, Friday, etc.*):

***E.g.** I'll see you **on Friday** or I'll see you **Friday***

### **On time/in time**

- ***on time*** = punctual, not late; at the time something was planned:

***E.g.** The 11.45 train left **on time**. (= it left at 11.45)*

The opposite of *on time* is *late*:

***E.g.** Be on time. Don't be late.*

- ***in time*** (for smth/to do smth) = soon enough:

***E.g.** I've Tracey a birthday present. I hope it arrives **in time** (for her birthday). (=on or before her birthday)*

The opposite of *in time* is *too late*:

***E.g.** I got home **too late** to see the game on TV.*

We can say ***just in time*** (=almost too late):

***E.g.** We got to the station **just in time** for our train.*

### **At the end/in the end**

- ***at the end*** (of smth) = at the time when smth ends:

*at the end of the month, at the end of March, at the end of the game, at the end of the film, etc.*

E.g. *At the end* of the game, everyone applauded.

The opposite of *at the end* is *at the beginning*:

E.g. *I'm going away at the beginning* of May.

- *in the end* = finally.

E.g. *He got more and more angry. In the end* he just walked out of the room.

The opposite of *in the end* is usually *at first*:

E.g. *At first* we didn't get on well, but *in the end* we became good friends.

## Prepositions of place

We use *in*:

- to tell that smb or smth is inside

*in a room in a garden in a shop in the sea in a river in the city centre*

- with the verb *to arrive* when we talk about large cities and countries (not airports, stations, etc.)

E.g. *We arrived in Moscow on Monday.*

- with the verbs of movement:

E.g. *Come in the office.*

Useful phrases with *in*:

*in a line/in a row/in a queue in bed*

*in the sky/in the world in the country/city*

*in a photo/in a picture in an office*

*in a book/in a newspaper/in a letter, in a magazine*

*in the north/in the south in the open air*

E.g. *When I go to the cinema, I like to sit in the first row.*

*Who is the woman in that photo?*

*Have you read the latest news in today's paper?*

*Today there are no clouds in the sky.*

We use *at* :

- to show a point in space where something is happening:

E.g. *We met each other at the party.*

*There was a huge queue at the bus stop.*

- To tell that smb/smith is next to smth:

**E.g.** We were sitting **at the table** when he arrived.

Useful phrases with **at**:

**at the crossroads/ at the traffic lights/ at the stop**

**at the door/ at the window/ at the table**

**at the reception/ at the information desk**

**at the top of/at the end of/at the bottom of**

**E.g.** Turn left **at the crossroads** and then turn right **at the church**.

We have to get off the bus **at the next stop**.

When you leave the hotel, please leave your key **at the reception**.

We use **on**:

- To say that smb/smith is on the surface of smth:

**E.g.** I sat **on the floor/on a chair/on the beach**.

There is a dirty spot **on the shirt/on the ceiling**.

Is there any notice **on the door/on the board**?

You can find all the information **on page** seven.

The hotel is **on the island** of Crete.

Useful phrases with **on**:

**on the ground/on the grass/on the beach/on a farm**

**on board/on an excursion/on a trip/on a cruise**

**on the outskirts/ on the pavement/ on the streets**

**on TV/on the Internet/on the phone/on the screen**

**on the left/on the right on the first floor**

**on a map/ on a list/ on a menu**

**E.g.** I've just called Jack. He is **on his way** home.

I heard my favourite song **on the radio** this morning.

There were a lot of Italian dishes **on the menu**.

**Compare: in / at /on the back**

**in the front / in the back** of a car:

**E.g.** I was sitting **in the back** (of the car) when we crashed.



**at the front** *I at the back* of a building / group of people, etc.:

**E.g.** *The garden is **at the back** of the house.*

*Let's sit at the front (of the cinema).*

*We were **at the back**, so we couldn't see very well.*

**on the front** / **on the back** of a letter / piece of paper, etc.:

**E.g.** *I wrote the date **on the back** of the photo.*

**Compare: at and in**

- *There were a lot of people **in the shop**. It was very crowded.*

*Go along this road, then turn left **at the shop**.*

- *I'll meet you **in the hotel lobby**.*

*I'll meet you **at the entrance** to the hotel.*

**in the corner** of a room:

**E.g.** *The TV is **in the corner** of the room.*

**at the corner** or **on the corner** of a street:

**E.g.** *There is a small shop*

***at/on the corner** of the street.*

**arrive:**

- **in:** a big city or a country:

**E.g.** *We arrived **in London** at 5 a.m.*

- **at:** airport/station/work etc., small place:

**E.g.** *Yesterday John **arrived at work** a bit late.*

*We arrived **at the station** earlier than we expected.*

**at a party** / **at a concert** etc.:

We say that somebody is **at an event** (**at a party**/ **at a conference** etc.):

**E.g.** *Were there many people **at the party** / **at the meeting** / **at the wedding**?*

**in hospital** / **at work** etc.:

We say that somebody is **in hospital** / **in prison** / **in jail**:

**E.g.** *Anna's mother is **in hospital**.*

We say that somebody is **at work** / **at school**/ **at university** / **at college**:

**E.g.** *I'll be **at work** until 5.30.*

Julia is studying chemistry **at university**.

We say that somebody **is at home** or **is home** (with or without *at*), but we say do something **at home** (with *at*):

**E.g.** *I'll be (at) home all evening.*

*Shall we go to a restaurant or eat **at home**?*

### ***In and at for buildings***

You can often use ***in*** or ***at*** with buildings. For example, you can eat in a restaurant or at a restaurant; We usually say ***at*** when we say where an event takes place (e.g.: a concert, a film, a party etc.):

**E.g.** *There was a robbery **at the supermarket**.*

We say ***at the station*** / ***at the airport***:

**E.g.** *There's no need to meet me **at the station**.*

We say ***at somebody's house***:

**E.g.** *I was **at Helen's house** last night      or  
I was **at Helen's** last night.*

*Also: **at the doctor's** / **at the hairdresser's** etc.*

We use ***in*** when we are thinking about the building itself.

Compare:

We had dinner ***at the hotel***.

All the rooms ***in the hotel*** have air conditioning. (*not at the hotel*)

I was ***at Helen's*** (house) last night.

It's always cold ***in Helen's house***. The heating doesn't work well.

We use ***at*** when we think of the *place* as a *point* or *station* on a *journey*:

*Does this train stop **at Oxford**? (=at Oxford station)*

### ***Compare in and on:***

*There is some water **in the bottle**.*

*There is a label **on the bottle**.*

***On a bus / in a car*** etc.:

We usually say ***on a bus*** / ***on a train*** / ***on a plane*** / ***on a ship*** but ***in a car*** / ***in a taxi***:

**E.g.** *The bus was very full. There were too many people **on it**.*

*Laura arrived **in a taxi**.*

We say **on** a bike / **on** a motorbike / **on** a horse:

E.g. Jane passed me **on** her **bike**.

### Prepositions of movement

We use **to** with:

- **go/come/travel** (etc.) to a place or event.

**go to** China    **go to** the party    **drive to** the airport    **come to** my house

In the same way we say 'a **journey to** / **a trip to** / **a visit to** / **on my way to** ... 'etc. :

E.g. Did you enjoy your **trip to** Paris / your **visit to** the zoo?

We say **been to** a place or an event:

E.g. I've **been to** Italy four times, but I've never **been to** Rome.

Compare **to** (for movement) and **in/at** (for position):

They are **going to** France.    but    They **live in** France.

Can you **come to** the party?    but I'll **see you at** the party.

### Get

We say **get to** a place:

E.g. What time did they **get to** London / **to** work / **to** the hotel?

We say **go home** / **come home** / **get home** / **arrive home** / **on the way home** etc. (no preposition).

We **do not** say '**to home**':

E.g. I'm tired. Let's **go home** now. (not go to home)

I met Lisa **on my way home**. (not my way to home)

We use **into**:

**Go into, get into**...etc.= enter (a room/  
a building/ a car etc.):

E.g. I opened the door and **went into** the room.

My salary is **paid** directly **into** my **bank account**.

With some verbs (especially **go/get/put**) we often use **in** (instead of **into**):

E.g. She **got in** the car and drove away. (or She **got into** the car ... )

The opposite of **into** is **out of**:

E.g. She **got out** of the car and **went into** a shop.

We usually say '**get on/ off a bus/ a train/ a plane**':

**E.g.** *She **got on the bus** and I never saw her again.*

We use **at**:

- to show the person or thing an action is aimed to:

**E.g.** *They **threw** eggs **at** the speaker.*

*Don't **shout at** me!*

We use **throw to** when we expect someone to catch something:

**E.g.** *She **threw** the pencil **to** me.*

We use **towards**:

- with nouns to suggest aiming to achieve:

**E.g.** *They are **working towards** an agreement.*

- to show that smb/smt is moving or pointing in a particular direction:

**E.g.** *He noticed two policemen **moving towards** him.*

**in/on/at (other uses)**

**in**

- ***in the rain** / **in the sun** / **in the shade** / **in the dark** / **in bad weather** etc.*

**E.g.** *We sat **in the shade**. It was too hot to sit **in the sun**.*

*Don't go out **in the rain**. Wait until it stops.*

- (write) **in** ink / **in** pen / **in** pencil.
- *pay **in** cash/dollars/rubbles but pay **by** cheque/Visa*

**on**

- (be/go) **on a diet** / **on fire** / **on strike**

**at**

- ***at the age of** / **at** 120 km an hour / **at** 100 degrees, etc.*

**E.g.** *She left school **at** 16. or ... **at the age of** 16.*

**by**

We use **by** in many expressions to say how we do something:

***send smth by post** / **contact smb by phone** / **by email** / **do smth by hand***

We also say that something happens **by mistake** / **by accident** / **by chance**.

In the same way we use **by** to say how smb travels:

***by car** / **by train** / **by plane** / **by boat** / **by ship** / **by bus** / **by bike** / **by road** / **by rail** /*

*by air / by sea*

But we say **on foot**.

You cannot use **by** if you say *my car / the train / a taxi* etc. We say:

**by car**      but      **in my car** (not *by my car*)

**by train**    but      **on the train** (not *by the train*)

### Вопросы для проверки:

1. What types of prepositions do you know?
2. What are the functions of **in** as a preposition of time?
3. What are the functions of **on** as a preposition of time?
4. What are the functions of **at** as a preposition of time?
5. What are the functions of **in** as a preposition of place?
6. What are the functions of **on** as a preposition of place?
7. What are the functions of **at** as a preposition of time?
8. What is the main difference between **in** and **at**?
9. What is the main difference between **in** and **on**?
10. What is the main difference between **at** and **on**?
11. What are the prepositions of movement?
12. What is **by** used for?

### Тема 8. Relative clauses.

**Аннотация.** Данная тема предполагает изучение основных видов придаточных предложений, их функции и особенностей а также relative adverbs.

**Ключевые слова:** clause, relative clause, main clause, relative adverb.

### Методические рекомендации к изучению:

- Тема содержит презентацию, представляющую теоретическую часть и примеры по теме.
- В качестве самостоятельной работы представлены три блока с упражнениями, ответы на которые учащиеся должны прикрепить в отдельном файле.

- Для проверки усвоения материала имеются вопросы по теоретической части и тест по теме.

### **Рекомендуемая литература:**

1. Дроздова, Татьяна Юрьевна. English Grammar: reference & practice: with a Separate Key Volume: учебное пособие для учащихся классов с углубленным изучением английского языка и студентов неязыковых вузов / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова.—Изд. 10-е, испр. и доп.—Санкт-Петербург: Антология, 2008.—462, [2] с.
2. Murphy R, English Grammar in Use: 4th ed. / R. Murphy // Cambridge University Press. — 2012. — 399 с.
3. Prodromou L. Grammar and Vocabulary for First Certificate. Pearson Education Limited, 2005. —320 с.

### **Глоссарий:**

*defining clause* - a clause which gives essential information about the noun or noun phrase it modifies, without which the sentence wouldn't make sense;

*non-defining clause* - a clause which gives some additional information which is not very important;

*object* - the entity that is acted upon by the subject;

*relative clause* - a kind of subordinate clause, one of whose arguments shares a referent with a main clause element on which the subordinate clause is grammatically dependent;

*subject* - the part of a sentence or clause that commonly indicates what it is about, or who or what performs the action.

We use relative clauses to give additional information about something without starting another sentence. By combining sentences with a relative clause, your text becomes more fluent and you can avoid repeating certain words.

### **How to Form Relative Clauses**

Imagine, a girl is talking to Tom. You want to know who she is and ask a friend whether he knows her. You could say:

*A girl is talking to Tom. Do you know the girl?*

That sounds rather complicated, doesn't it? It would be easier with a relative clause: you put both pieces of information into one sentence. Start with the most important thing – you want to know who the girl is.

*Do you know the girl ...*

As your friend cannot know which girl you are talking about, you need to put in the additional information – the girl is talking to Tom. Use „the girl“ only in the first part of the sentence, in the second part replace it with the relative pronoun (for people, use the relative pronoun „who“). So the final sentence is:

*Do you know the girl **who** is talking to Tom?*

### **Relative pronouns**

who            subject or object pronoun for people

e.g. *I told you about the woman **who** lives next door.*

which        subject or object pronoun for animals and things

e.g. *Do you see the cat **which** is lying on the roof?*

which        referring to a whole sentence

e.g. *He couldn't read **which** surprised me.*

whose        possession for people animals and things

e.g. *Do you know the boy **whose** mother is a nurse?*

whom        object pronoun for people, especially in non-defining relative clauses (in defining relative clauses we colloquially prefer who)

e.g. *I was invited by the professor **whom** I met at the conference.*

that           subject or object pronoun for people, animals and things in defining relative clauses (who or which are also possible)

e.g. *I don't like the table **that** stands in the kitchen.*

### **Subject Pronoun or Object Pronoun?**

Subject and object pronouns cannot be distinguished by their forms - who, which, that are used for subject and object pronouns. You can, however, distinguish them as follows:

If the relative pronoun is followed by a verb, the relative pronoun is a subject pronoun. Subject pronouns must always be used.

e.g. *the apple **which** is lying on the table*

If the relative pronoun is not followed by a verb (but by a noun or pronoun), the relative pronoun is an object pronoun. Object pronouns can be dropped in defining relative clauses, which are then called Contact Clauses.

e.g. *the apple (**which**) George lay on the table.*

**Relative Adverbs**

A relative adverb can be used instead of a relative pronoun plus preposition. This often makes the sentence easier to understand.

e.g. *This is the shop in **which** I bought my bike.*

*This is the shop **where** I bought my bike.*

relative adverb	meaning	example
<b>when</b>	in/on which	<i>the day <b>when</b> we met him</i>
<b>where</b>	in/at which the place	<i><b>where</b> we met him</i>
<b>why</b>	for which	<i>the reason <b>why</b> we met him</i>

**Defining Relative Clauses**

Defining relative clauses (also called identifying relative clauses or restrictive relative clauses) give detailed information defining a general term or expression. Defining relative clauses are not put in commas.

Imagine, Tom is in a room with five girls. One girl is talking to Tom and you ask somebody whether he knows this girl. Here the relative clause defines which of the five girls you mean.

e.g. *Do you know the girl **who** is talking to Tom?*

Defining relative clauses are often used in definitions.

e.g. *A seaman is someone **who** works on a ship.*

Object pronouns in defining relative clauses can be dropped. (Sentences with a relative clause without the relative pronoun are called Contact Clauses.)

e.g. *The boy (**who/whom**) we met yesterday is very nice.*

**Non-Defining Relative Clauses**

Non-defining relative clauses (also called non-identifying relative clauses or non restrictive relative clauses) give additional information on something, but do not define it. Non-defining relative clauses are put in commas.

Imagine, Tom is in a room with only one girl. The two are talking to each other and



you ask somebody whether he knows this girl. Here the relative clause is non defining because in this situation it is obvious which girl you mean.

e.g. *Do you know the girl, **who** is talking to Tom?*

*Note:* In non-defining relative clauses, who/which may not be replaced with that.

Object pronouns in non-defining relative clauses must be used.

e.g. *Jim, **who/whom** we met yesterday, is very nice.*

### **How to Shorten Relative Clauses?**

Relative clauses with who, which, that as subject pronoun can be replaced with a participle. This makes the sentence shorter and easier to understand.

e.g. *I told you about the woman **who** lives next door. – I told you about the woman living next door.*

*Do you see the cat **which** is lying on the roof? – Do you see the cat lying on the roof?*

### **Вопросы для проверки:**

1. What types of relative clauses do you know?
2. Which relative pronouns do we use in defining clauses?
3. What are the peculiarities of defining clauses?
4. Which relative pronouns do we use in non-defining clauses?
5. What are the peculiarities of non-defining clauses?
5. Which relative pronouns do we use in non-defining clauses?
6. Which relative adverbs can you name and what are their functions?
7. Which other forms of relatives clauses do you know?

## **Тема 9. Some confused or confusing elements of English grammar.**

**Аннотация.** В данной теме изучается сложное предложение, его структура и особенности, а также разбираются часто допускаемые ошибки при употреблении предлогов.

**Ключевые слова:** complex sentence, structure of a complex sentence, common mistakes in using prepositions.

### **Методические рекомендации к изучению:**

- Тема содержит презентацию, представляющую теоретическую часть и примеры по теме.

- В качестве самостоятельной работы представлены два блока с упражнениями, ответы на которые учащиеся должны прикрепить в отдельном файле.
- Для проверки усвоения материала имеются вопросы по теоретической части и тест по теме.

### **Рекомендуемая литература:**

1. Дроздова, Татьяна Юрьевна. English Grammar: reference & practice: with a Separate Key Volume: учебное пособие для учащихся классов с углубленным изучением английского языка и студентов неязыковых вузов / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова.—Изд. 10-е, испр. и доп.—Санкт-Петербург: Антология, 2008.—462, [2] с.
2. Murphy R, English Grammar in Use: 4th ed. / R. Murphy // Cambridge University Press. — 2012. — 399 с.
3. Prodromou L. Grammar and Vocabulary for First Certificate. Pearson Education Limited, 2005. —320 с.

### **Глоссарий:**

*conjunction* - any word or group of words, other than a relative pronoun, that connects words, phrases, or clauses;

*connective* - a) a less common word for conjunction b) any word that connects phrases, clauses, or individual words.

*main clause* - a clause that can stand alone as a sentence

*subordinate clause* - a clause with an adjectival, adverbial, or nominal function, rather than one that functions as a separate sentence in its own right.

### **Some prepositions confused**

#### **At/By/With**

*At* indicates general location:

**E.g.** *He is staying at his grandmother's.*

*By* has two meanings:

(1) a) = by means of : **E.g.** *We travelled by bus.*

b) = method (how to do). **E.g.** *The boy broke the window by throwing a stone at it.*

(2) = next to : **E.g.** *Stand **by** your brother.*

**With** indicates:

1) accompaniment: **E.g.** *Come **with** me.*

2) Instrument (what we use):

**E.g.** *The boy broke the window **with** his ball.*

**Note** the difference between by and with in passive:

*The window was broken **by** a boy. (**Who** did the action?)*

*The window was broken **with** a stone. (**How** was it done?)*

### **Between and Among**

Use *between* for **two** people or things:

**E.g.** *The car was wedged **between** two trees.*

Use *among* for **more** than two:

**E.g.** *They couldn't even agree **among** themselves.*

**NB!** Words like *divide* and *share* are always followed by *between* when we use several singular nouns:

**E.g.** *He shared his property **between** his wife, his daughter and his sister.*

### **In and Into**

**In** is used only when no change from outside to inside is meant.

**Into** must be used when an area or substance is penetrated.

**E.g.** *He spends his free time walking **in** the garden.*

*He walked right **into** the room without knocking.*

**NB!** When the area/substance is not mentioned, we use *in* as an adverb:

**E.g.** *Walk right **in**!*

### **As and Like**

*As* means the role of, or in the capacity of. *Like* means manner (comparison).

**E.g.** *He ran **like** an athlete.*

*He acted **as** usher at his brother's wedding.*

### **Clauses introduced by that/what/which**

Compare the following sentences:

1) *I told you everything (**that**) I know.*

2) *I told you **what** I know.*

3) *I told you about the plan, **which** is enough for the present.*

4) *I told you (**that**) I know about your plan.*

In (1) *that* refers to the pronoun before it, and repeats the meaning.

In (2) *what* does not have any noun or pronoun before it.

The general meaning of *what* here is *the thing(s) that*.

In (3) *which* refers to the whole main clause I told you about the plan: not the plan is enough for the present, but the fact that I told you about it. In such cases *which* is always used.

In (4) *that* is a conjunction, it just connects the subordinate and main clauses and indicates relationship between them.

**Note:** *That* can be omitted; *what/which* are never omitted.

### **Adverbial clauses**

Adverbial clauses refer to a verb, an adjective or an adverb of the main clause in the function of an adverbial modifier (обстоятельства). Adverbial clauses are connected with the main clause by means of subordinating conjunctions and connectives.

*Prepositions* connect phrases to the words they modify:

**E.g.** *After the presentation the guests will be able to buy some products.*

*Subordinating conjunctions* connect clauses to the words they modify:

**E.g.** *After the presentation is over, the guests will be able to buy some products.*

*Once the performance starts, the will not allow entrance.*

### **AS and SINCE in the clauses of time and reason**

*As* in the clauses of time may be used:

a) to indicate the longer situation, which started before the shorter event, and perhaps continued after it.

**E.g.** *As (when/while) they were driving along the main road they saw a broken car smashed into a shop window.*

b) to talk about two developing or changing situations:

**E.g.** *As the city grew, more and more people were attracted to the new capital.*

c) to say that two short actions or events both happened at the same time:

**E.g.** (Just) *as* he passed under the window, the lights in the room went off.

**Since.** A clause introduced by *since* denotes the starting point of an action (situation) described in the main clause. The verb in the *since*-clause can be *past simple* or *present perfect*, but the verb in the main verb can only be *present perfect*:

**E.g.** *Since you left us, we have been lonely.*

*If the action of the since-clause is continued to the present, use the present perfect:*

**E.g.** *Since I've been in this peaceful place (I'm still here), I've been very happy.*

When speaking about the past, the tense of the main clause should be thrown back:

Past= Past Perfect, Present Perfect=Past Perfect.

**As-** and **since**-clauses may be used to give the reason for an action or situation. They are used when the reason is already known or not so important. Since is a little more formal than as.

**E.g.** *Since you refuse to pay, we shall take legal action.*

*As I had no money with me, I didn't pay them.*

When the reason is the most important part of the sentence or unexpected, **because** is generally used, and this clause usually comes at the end of the sentence.

**E.g.** *You will learn because you are idle.*

**For** suggests that the reason is given as an explanation for the action. These clauses never come at the beginning of the sentence.

**E.g.** *I know what we'll have for dinner, for I've seen the menu.*

### **Until/till and before**

A subordinate clause introduced by **before** expresses that the action in the main clause is prior to the action in the subordinate:

**E.g.** *A year had passed before we got any news of him*

A subordinate clause introduced by **until/till** indicates the concluding moment of the action of the main clause:

**E.g.** *So we went on till we came to another hotel.*

**Note:** When the main clause is negative, the meaning of *until/till* is very close to that of *before*, and it is very difficult to differentiate them in such cases.

**E.g.** *We didn't start the discussion until the teacher returned.*

*We didn't start the discussion before the teacher returned.*

### Вопросы для проверки:

1. What is the difference between the prepositions *at*, *with* and *by*?
2. When do we use *between* and *among*? What is the difference?
3. What is the difference between *in* and *into*?
4. When do we use *as* and *like*? Give the examples.
5. By means of which prepositions can we introduce clauses?
6. What is an adverbial clause?
7. Which functions do *as* and *since* perform?
8. What is the difference between *until/till* and *before*?

### Общий глоссарий

#### A

adverbial modifier - a word or phrase that's used to modify another part of a sentence, usually a verb or adverb;

agent - a person/thing who/which performs an action;

#### C

clause - a group of words, consisting of a subject and a predicate including a finite verb, that does not necessarily constitute a sentence;

conditional sentence - a sentence expressing factual implications, or hypothetical situations and their consequences;

conjunction - any word or group of words, other than a relative pronoun, that connects words, phrases, or clauses;

complement - a word or word group that completes the predicate in a sentence. A subject complement is the adjective, noun, or pronoun that follows a linking verb;

connective - a) a less common word for conjunction b) any word that connects phrases, clauses, or individual words.

#### D

defining clause - a clause which gives essential information about the noun or noun phrase it modifies, without which the sentence wouldn't make sense;

direct speech - a sentence (or several sentences) that reports speech or thought in its original form, as phrased by the original speaker. It is usually enclosed in quotation marks;

### **F**

finite form - a form of a verb that has a subject (expressed or implied) and can function as the root of an independent clause;

### **M**

main clause - a clause that can stand alone as a sentence

### **N**

non-defining clause - a clause which gives some additional information which is not very important;

### **O**

object - the entity that is acted upon by the subject;

### **P**

past participle - the 3d form of a verb;

### **R**

relative clause - a kind of subordinate clause, one of whose arguments shares a referent with a main clause element on which the subordinate clause is grammatically dependent;

reported (indirect) speech - a means of expressing the content of statements, questions or other utterances, without quoting them explicitly. In grammar, indirect speech often makes use of certain syntactic structures such as content clauses ("that" clauses, such as (that) he was coming), and sometimes infinitive phrases;

### **S**

subject - the part of a sentence or clause that commonly indicates what it is about, or who or what performs the action;

subordinate clause - a clause with an adjectival, adverbial, or nominal function, rather than one that functions as a separate sentence in its own right

## **Общий список информационных ресурсов**

### **Основная литература:**

1. Дроздова, Татьяна Юрьевна. English Grammar: reference & practice: with a Separate Key Volume: учебное пособие для учащихся классов с углубленным изучением английского языка и студентов неязыковых вузов / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова.—Изд. 10-е, испр. и доп.—Санкт-Петербург: Антология, 2008.—462, [2] с.
2. Prodromou L. Grammar and Vocabulary for First Certificate. Pearson Education Limited, 2005. —320 с.

### **Дополнительная литература:**

1. A New University English Grammar: учебник для студ. вузов / edited by A. Zelenshikov, E. Petrova.—М.; СПб.: Академия: СПбГУ, 2003.—640 с.
2. Haegeman, Liliane. English grammar: a generative perspective / Liliane Haegeman, Jacqueline Guéron.—Malden [etc.]: Blackwell Publishing, 2008.—Xiii, [1], 672 с.
3. Hewings, Martin. Advanced Grammar in Use: A self-study reference and practice book for advanced learners of English / M. Hewings.—Cambridge: University Press, 1999.—340 с.
4. Murphy R, English Grammar in Use: 4th ed. / R. Murphy // Cambridge University Press. — 2012. — 399 с.
5. Naylor, Helen. Essential grammar in Use: suppl. exercises: with answers / Helen Naylor, Raymond Murphy.—5th print.—[Cambridge]: Cambridge Univ. Press, [2004].—V, 106 с.

### **Интернет-ресурсы:**

1. <http://www.englishgrammarsecrets.com/>
2. <http://www.ego4u.com/en/cram-up/grammar>
3. <http://www.edufind.com/english/grammar/>

## **Список тем для итогового контроля**

Итоговый контроль имеет форму теста по всем пройденным темам.

Темы к итоговому контролю и экзамену: 1. The Passive voice. The agent.



2. Direct and Indirect speech.
3. Gerunds and infinitives after verbs and prepositions.
4. Conditionals. I wish, If only.
5. More future forms. Time and condition clauses with future reference.
6. The Participle.
7. Prepositions.
8. Relative clauses.
9. Some confused or confusing elements of English grammar.